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ABSTRACT

The document develops a community resources model that compliments the other components of the career education project. It is also designed to be used by all school systems and provides suggestions for resources from broad areas. The introductory information defines community resources as "people, places, and things" and presents a rationale for utilizing these resources. For the administrator and coordinator, the manual outlines the key steps for the utilization of community resources: gaining top administrative support, designation of coordinator of school-community relations, internal planning, development of a resource directory, gaining support of building principals and teachers, creation of general advisory committees, and the formation of an industry-education alliance. For the teacher, there are guidelines for the effective use of community resource volunteers in the planning, contacting, preparing, and evaluating steps. Suggestions for class discussion, checklists for career field visits and field trips, and ideas for follow-up experiences are presented. Sample forms for collection, preparation, and evaluation of resources and a bibliography complete the manual. (JB)

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CAREER EDUCATION PROJECT

CAREER EDUCATION PROJECT
PUTNAM & WESTCHESTER COUNTIES
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Part 4.2

THE COMMUNITY RESOURCE COMPONENT

OF

THE CAREER EDUCATION PROJECT

C. K. Moore, Director

Career Education Project

Westchester - Putnam Counties

BOCES I BOCES II

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INTRODUCTION

This manual was prepared by Judith West Edelman, staff member of Career Education Project for Westchester and Putnam Counties. Assistance was received from Mary Gilmore associated with the Yonkers Career Education Project. The task was to develop a Community Resources Model which would compliment the other elements of the Career Education Project.

This model then will define community resources. Strategies will be described for their implementation within a school system. Techniques will be presented for their effective utilization. Sample forms for the collecting and contacting, preparing and evaluating of resources will be provided.

This reference book is designed for use by all school systems with suggestions for resources from broad areas. This listing of resources should not be considered complete, but rather should be regarded as a stimulant for a local school system to build its own local list.

We submit this manual in the hope that administrators and teachers will find this material useful and will submit feedback to the Career Education Office.

Contents

Introduction

Coordination of Community Resources

Utilizing Community Resources

Forms

Resources

INTRODUCTORY INFORMATION

DEFINITION OF COMMUNITY RESOURCES

Community resources are people, places, and things. They are people who are involved in a variety of occupations. They are places where the occupational activities are going on. They are things; materials, tools, equipment, facilities. The effective use of community resources is crucial to the achievement and goals of Career Education.

It is with a firm commitment to this reality, that the following pages address themselves to the ways in which schools and community can build an effective partnership.

RATIONALE FOR UTILIZATION OF COMMUNITY RESOURCES

Why - Community resources?

What can be gained from more effective and more extensive utilization of community resources in public education?

1. The Availability of Skilled Resource Persons in Many Fields - No two communities are alike; yet, all have people. The human talent available in even the smallest community is vast and most of the time nearly entrapped by the educational system.

2. The Opportunity to Observe First-Hand, On-the-Job Activities - Contact with community workers creates a far greater understanding and awareness of the skills, knowledge, and attitudes required for the world of work.

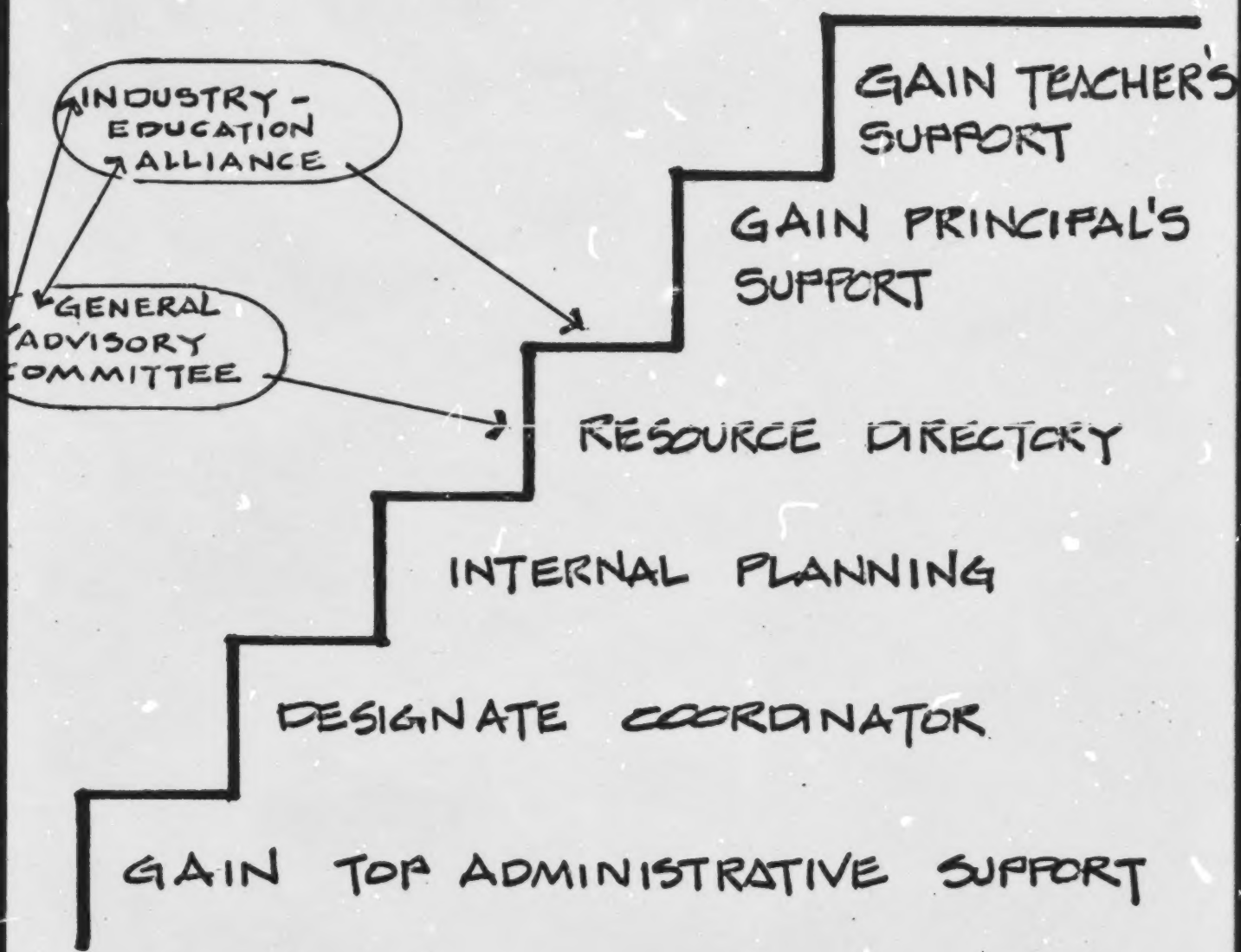
3. The Relation of Instruction to Outside World Activities - With community involvement in whatever form or focus, the relationship of what is taught in the schools to what really happens in the community becomes apparent.

4. The Awareness of the Vast Variety of Careers - By involving parents, employers, and employees in the educational program, students cannot help but become more aware of the vast number of career opportunities that exist; awareness precedes planning.

5. The Relevance and Importance of Education or Preparation for Life - The closer the source of the information to the real thing, the higher the degree of credibility. Members of the work community can help students to understand and to see for themselves the relevance of education to life, no matter the career goals which he may pursue.

FOR the ADMINISTRATION and COORDINATOR

KEY STEPS


INDUSTRY - EDUCATION ALLIANCE
GENERAL ADVISORY COMMITTEE
GAIN TEACHER'S SUPPORT
GAIN PRINCIPAL'S SUPPORT
RESOURCE DIRECTORY
INTERNAL PLANNING
DESIGNATE COORDINATOR
GAIN TOP ADMINISTRATIVE SUPPORT

I. Key Steps:

A. Within School Structure

1. Gaining top administrative support.
2. Designation of Coordinator of School-Community Relations.
3. Internal planning in the form of task/role definition.
4. Development of Resource Directory.
5. [illegible]ining support of building principals.
6. Gaining receptivity of teachers.

B. Outside School Structure

1. Creation of general advisory committee.
2. Formation of Industry-Education Alliance.

A PLAN FOR COMMUNITY INVOLVEMENT

Survey For What is Available.

- Persons
- Materials
- Places to visit

Relate to Needs At Each Grade Level

- Classification for usability

Establish a "list" of Resources

- Reference points for staff, students, community persons

Establish a Plan For Use

- Cooperative venture of staff, administration, council

Establish a Community-School-Student Council

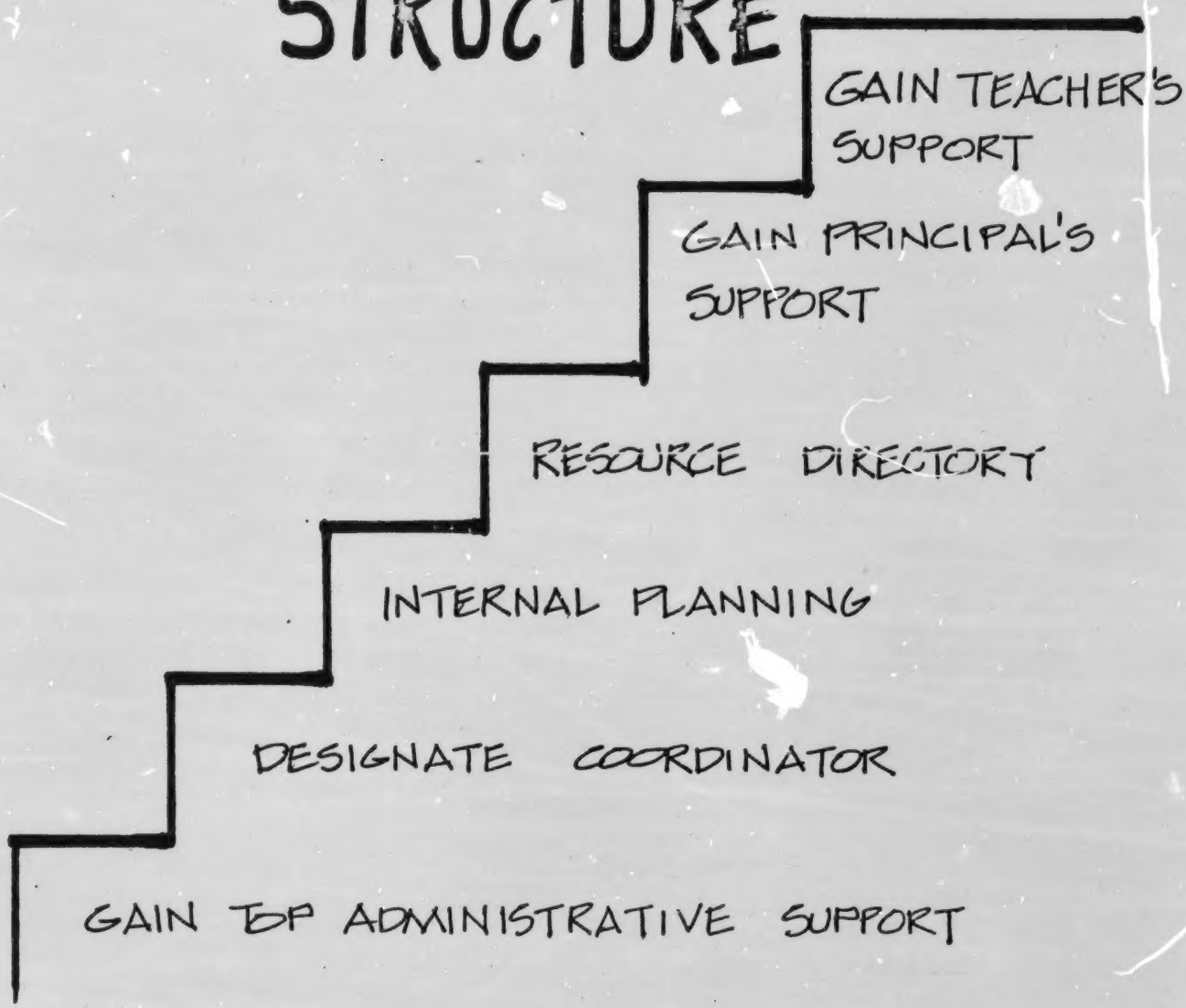
- Carry out surveys
- Publicize program
- Gather resources

STEP TO UTILIZATION OF COMMUNITY RESOURCES

Getting started:

There must be at least one interested enthusiastic person to take the initiative. Systematizing community involvement requires a Coordinator of School-Community Relations who will be responsible for coordinating, developing, and encouraging the entire program of community involvement. This coordinator does not have to be a new appointee, but what is essential is that the person so designated be given the support and the time needed for the implementation of his responsibilities.

STEPS INSIDE SCHOOL STRUCTURE



STEP I

Gaining Administrative Support

How?

1. Agreement as to the need for the effective use of community resources in a K-12 Career Education Program.

2. An assessment of common goals.

3. The development of mutually supporting strategies.

STEP II

Designation of Coordinator of School-Community Relations

This person does not have to be a new appointee, but it is essential that a designated person be assigned the responsibility for planning, developing, and encouraging the entire program of community involvement.

Who?

1. An interested, enthusiastic person who is committed to and able to promote the philosophy of Career Education.

2. A person who is equally comfortable in dealing with industry representatives and school personnel.

3. A person who understands what motivates industry to become involved in community service.

4. A person who can interpret for school people the concerns and needs of industry.

5. A person who knows curriculum, and is sensitive to teacher and classroom restrictions.

6. A person who will be available.

Checklist for Coordinator:

Do collectors of resources; i.e., previously identified teachers or designated staff

1. Have community resource forms?
2. Know how to use them?
3. Know limits or responsibilities?
4. Have ways of reporting problems?

Do users of resources; i.e., teachers

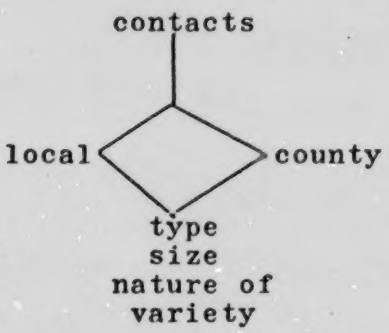
1. Have plan for use of identified resources?
   Note: See curriculum overview sheet.
2. Have Classroom Information Packet?
   Note: See pps.
3. Have Resource Directory?
4. Have method of reporting evaluation?

STEP III

Internal Planning

Task-Role Definition

1. Set perimeters for resource utilization.



2. Identify those who will assist in resource collection.
   Note: Resource collection can be done by community resource coordinator; but, utilization and motivation increases with broader participation.

3. Systematize method of collecting and reporting resources.
   Note: See community resources information forms.

4. Systematize distribution and utilization of available resoureces.

5. Systematize the recording of resultant feedback.

STEP IV

Resource Directory

The Resource Directory should be of loose-leaf format. It should include:

1. Table of contents
2. Appropriate Forms
3. Guidelines for contacting resources
4. Guide to effective use of resources
5. Teacher Information Packet
6. Identification of resources

STEP V

Gaining Support of Building Principal

One of the surest ways to gain greater utilization by teachers of community resources by teacher is to have the building principal put his stamp of approval on this kind of activity. We see the building principal's support as an essential ingredient.

How to gain support of building principal?

1. Offer product - valuable resources for use by teachers.
2. Offer to share materials and support teachers in return for the principal's continued support.
3. Build on small successes.
4. Recognize that support will be reaffirmed and reinforced if offerable product is good.

STEP VI

Gaining Receptivity of Teachers

How?

1. Teachers should participate in collecting resources.
2. Relationship of resources to curriculum should be demonstrated.
3. Collected resources should be made available.
4. Community resources coordinator should be accessible.
5. Committed support from building principal should be apparent.
6. Re-canvass for support periodically. Keep doors open.
7. Reward participating teachers with publicity via school meetings; newsletters; administrative and community approval, perhaps in the form of block or mini grants to promote such activities as career fairs, business simulations, and resource activities involving more than usual costs.

STEPS OUTSIDE SCHOOL STRUCTURE

STEP I

General Advisory Committee

If there exists an advisory committee on community relations, then this group could be asked to serve as an ad hoc committee charged with creating an atmosphere for the collaboration of industry and education.

Should there be no existing committee, a meeting should be called by top administration of representative businessmen and educators. The Coordinator of School-Community Relations (chairperson of the meeting) might throw out the question: How can community resources be more effectively utilized by our school population? Those present could then break into small groups of businessmen and educators interacting in formulating suggestions. Out of this meeting could emerge an advisory committee made up of school personnel and businessmen.

The Advisory Committee does not have to consist solely of representatives from top industries in the area. It might consist of some top industry leaders as well as small businessmen in the area who already have a history of involvement with the schools. What is more

important than the roster of membership is the attitude of the membership. The goal of the group is to get something going--to build a success story. And oftentimes, success stories are best built by starting out small, building credibility.

Smallness does not mean aimlessness. The Advisory Committee should have a clearly defined role. Leadership should be identified. Objectives should be formulated. At all times, the Resource Coordinator is the visible linkage between education and industry.

The group's responsibility is to espouse or sell the concept of an alliance between industry and education. Active participation by all committee members is best piqued by stressing the possibility of various levels of involvement.

What we really are talking about is creating the atmosphere for cooperation--cooperation between Industry and Education. Maybe, the best way of getting started is to simply start.

STEP II

Industry - Education Alliance

In any new effort what is most difficult is the initial step. In forming an Industry-Education Council, the General Advisory Committee (either an ad hoc or a specifically formed group) is seen as the initial step, the nucleus from which the broader Industry-Education Council is formed.

The members of this Council (representatives of education and industry) should consider the following in determining their objectives:

1. What is the quantity and quality of resources available in the area?
2. What cooperative industry-education activities are currently happening?
3. In what area can industry provide the most needed assistance?
4. How can community resources be effectively mobilized? How can their use in educational programs be increased and improved?

Refinements in objectives will come through the process of evaluation.

As to the specifics or organizational structure, little has been said purposefully. Rather, it is felt that such details are best left to the judgment of those involved. From our vantage point, what is most important is the creation of a general framework allowing for flexibility rather than the creation of rigid precise rules.

FOR the TEACHER

HOW to UTILIZE COMMUNITY RESOURCES

PLAN
CONTACT
PREPARE
EVALUATE

> RESOURCES

PREPARE STUDENTS
FOLLOW-UP EXPERIENCES

TEACHER'S GUIDE TO THE EFFECTIVE USE OF COMMUNITY RESOURCE VOLUNTEERS IN THE CLASSROOM

Who are community volunteers?

Community volunteers are men and women representing local industries, businesses, organizations and professions. They have volunteered their services to students and teachers in this area.

Information provided by them can help your students become more aware of reality and what to expect in the world outside the classroom.

Why use community volunteers?

1. To secure up-to-date information concerning:

   new techniques in your field
   practical applications.

2. To gain knowledge of careers that relate to your subject field.

3. To better understand community affairs:

   Federal, state and local government services and regulations

   clubs, civic associations and organizations.

4. To bring first-hand information into the classroom.

5. To relate extra-curricular activities to appropriate community organizations.

How to secure community volunteers.

1. Determine specific objectives.

2. Request principal's permission.

3. Select firm or organization from the Community Resources Directory or from personal contacts.

4. Write or call the individual in charge, or contact Support Systems personnel at the Career Center.

5. Provide the speaker with all the facts he will need:

   size of group
   grade
   subject
   topic
   time duration
   date and time
   location of school

6. Confirm the arrangements one or two days prior to the scheduled date of the meeting.

Now that you've secured a Resource Volunteer:

Before he arrives ...

1. Explain to the students why the speaker was invited.
2. Have the students be aware that they will be expected to ask questions.
3. Encourage them to prepare some questions in advance.
4. Stress the importance of behavior to students.
5. Secure all necessary audio-visual aids.
6. Assign a student to greet the guests.

While he is there ...

1. Have someone tape record the session (for later use and evaluation).
2. Encourage students towards being inquisitive (in relation to subject).
3. Act as a moderator.

After he leaves ...

1. For the students:

   hold a discussion about the meeting
   cover all highlights
   evaluate the presentation

2. For the speaker:

   send him a letter of appreciation for the visit
   inform him of the complimentary results of your evaluation

3. For the Support Systems Office:

   inform the office of impressions and results so that others may benefit from your experiences.

Do ...

determine a definite date and time before contacting the volunteer

confirm the date in writing after arrangements have been made

contact the volunteer a day or so before to confirm meeting

be sure the volunteer knows what you expect him to talk about

be sure the volunteer knows in advance the size, sex and interest of the audience

be sure the volunteer has adequate directions for finding school and the meeting place

see that the volunteer is welcomed and properly introduced.

If possible, a cup of coffee might be welcomed before or after a mid-morning appearance.

Don't ...

keep a volunteer waiting

assume the volunteer knows anything about your audience - be sure he does

schedule a volunteer early in the morning or late in the afternoon, especially if he has to travel far

assign students to hear a volunteer if they have no interest in what he has to say, or do not know why he is talking to them.

PLAN RESOURCES

Some teachers have found that planning in September eases the pressure put on them to find contacts in community resources at the last moment. Almost every contact area can lend itself to a visitor from or visit to the world of work, if one thinks broadly enough.

What we are saying is:

1. Plan to use resources.
2. Look at curriculum for year.
3. Match resources to curriculum sequences.

CURRICULUM OVERVIEW

	Subject: Social Studies		Subject: Science	
	Content Area	Visit/Visitor	Content Area	Visit/Visitor
EPT.				
CT.	community workers	Post office/ Policeman		
OV				
EC.	community social characteristics	statue of/ Liberty/ Public Health worker	seeds/shells	Nursery Tree christmas/surgeo tree farm/Dentis
AN.				
EB.	Geography	weather station/	weather	Meteorologist/ weather announc from local radio-TV s
ARCH				
PRIL				
AY				
UNE				

CONTACT, PREPARE RESOURCES

Teachers often do not realize how anxious a community person can feel about entering the classroom even after that person has said "Yes." Our experience has shown that written confirmation supplying all of the necessary information not only eases the concerns of a community speaker, but makes possible a most effective presentation.

We call this written confirmation: Classroom Information Packet.

A sample information packet should include the following:

1. Confirmation - Date and time set aside for the community resource.

2. Classroom Profile - Information about the class

   a. size
   b. age
   c. interests
   d. prior experience in resource's subject area

3. Topic - Define specifically those areas within topic which satisfy career education objective.

   a. skills, interests needed for job
   b. training needed
   c. what led to decision to enter occupation
   d. relation of occupation to school subject
   e. fulfillment received from occupation

   Also under topic - suggest ways to demystify the topic; i.e.,

   Q: How does someone know a gem from a rock?

   A: By the cut, facets, color, brilliance, weight, clarity. (Not: It takes experience. You must be a professional.)

4. Sample questions that the class might ask.

5. Suggested visual materials to bring which enhance presentation.

6. Directions to school - we suggest a map.
7. Meeting place in school - classroom, lounge, office.
8. Teacher's name and phone number in case of questions.

A more formal, but still effective way to keep in touch with your contact would be to use a personal letter containing this information. Your students could take the responsibility for developing it. Their creativity and personal touch may remove the impersonality of the form letter.

Or teachers may want to develop each written confirmation with the class, so as to at the same time prepare their students for the presentation.

Or teachers might want to use a pre-designed form letter to which they or their students would add their personal touch. A suggested format follows:

_____
(Date)

Dear _____:
(Name)

We will be looking forward to your visit on _____
(Date)
at _____. The following information is being sent to you
(Time)
so that you can prepare for your presentation.

Classroom profile: Might be prepared in advance and duplicated.

Questions we would like to ask:

Things we would like to see:

Directions: A map could be prepared in advance and inserted.

You will be met in the Principal's Office. If you have any questions, please call me at _____during the school day. In the event of an emergency, I can be reached at _____. We appreciate your willingness to come to our class.

Sincerely,

SUGGESTED QUESTIONS FOR THE PLANNING OF VOLUNTEERS AND VISITS

1. What special interest or skills do you need for your job?
2. What other occupations can you do with your knowledge and training?
3. What ways can I get this job - training, college or experience?
4. What type of person do you have to be in order to like and be successful at your job?
5. What are all the different jobs you've had and which have led you to the one you have now?
6. Do you think that your mistakes have helped you to make better decisions?
7. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
8. What school subjects do you use in your work and how?
9. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?
10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
11. Are your hobbies different from your jobs?
12. Why is this job important to you? What satisfaction do you get? Do you know any common factors a person should possess to be successful in the world of work?

EVALUATE RESOURCES

After using a community resource, it is important to make recommendations to your coordinator and/or fellow teachers about your classes' experiences. In order to keep the developing Resource Directory up-to-date your feedback is necessary.

A form is included in the classroom Information Packet for your use. Please be honest--other teachers are depending on you.

USING RESOURCES in your CURRICULUM

Most teachers include a few field trips in their curriculum plans each year. Career education programs would like to encourage use of resources and resource people in all curriculum areas on a regular and frequent basis. Some suggestions to make this reality would include:

1. Look at all the special events scheduled for your school for the coming year. Identify resource people to precede, accompany, or follow-up these events. Think of the participant in terms of his/her career. Have him talk about his career as well as perform.

   Suggestions for preceding school events with a visitor from a related field might be:

   Have a pet show--AND--invite in a veterinarian to talk about his career as well as care of animals.

   Have a concert--AND--invite in a professional musician or singer to participate and talk about his/her career.

Have an Artists-in-Residence Program--AND--invite in authors, publishers, business managers, illustrators, printers, etc.

What we are really saying is: pair any current activity with a resource having Career Education implications.

2. Include ALL of the people who come to work in your school in career education activities--the bus driver, the delivery people, the salespeople, the suppliers, the office staff, the para-professionals, the custodians, teachers who have or had other occupations, etc.

3. Involve community people who work with students after school (Y's, Scouts, 4 H, Youth centers, etc.) Remember that during school hours they may be the least busy.

4. Seek a service organization that will take a special interest in your school and invite members in on a regular basis to talk about their careers. The Rotary, Lions, Kiwanis, Soroptimists, Jaycees and Jayncees are groups to look to for support.

5. At the beginning of the year, identify the possible contributions of all parents in your school. This could be done by questionnaire, by telephone, by homeroom mothers, by the PTA, etc.

Exchange this information with other teachers after prior agreement on guidelines for use.

6. Don't forget Senior Citizens. They are often only a year or two from previous employment and would welcome the opportunity to come speak and reminisce about their careers. Churches, temples, and neighborhood agencies can help locate senior citizens in your neighborhood.

PREPARE STUDENTS

Besides the task of preparing and supporting the community resource person or activity, the teacher must prepare and support his/her students so that they will gain the maximum in educational, social, and personal growth from the community resource experience.

This should suggest more than a hasty half-hour "prep" and following day sum-up of the trip or resource. Teachers have found that repeated use and recall of a resource person's visit, or of a trip during a unit of study serves to enhance both the learning experience and the recollection of the student.

If possible, the teacher should familiarize him/herself in advance with what will be seen and done on a trip, so that he or she can guide the students in what to expect and in what to look for.

Borrowing the eight "Elements of Career Education" from the federally sponsored Comprehensive Career Education Model the following suggestions about topics for class discussion are made:

Self-Awareness → Self-Identity

After the students have shared their impressions of the type and conditions of work, the skills and interests, the motivations and concerns of the resource person or the people they saw on their trip, they might relate this information to themselves by asking such questions as:

Am I like the worker(s) I have met?

Do I like doing the kinds of things I have seen people do?

Do I have skills like those I saw or would I like to be able to do the things these workers do?

Do I like the working conditions of this job?

Do I want to learn more about these jobs? Do I want to try them out? How can I learn more? How can I try them out?

Attitudes and Appreciations ⟶
Self and Social Fulfillment

How do people in this business or organization depend on one another?

How do people in this business or organization depend on people outside the organization?

How do people in the community depend on people in the business or organization?

What happens when someone isn't dependable?

In what ways are people in this business alike? different? Why is it important for them to be alike? different?

Employability Skills → Career Placement

How much do people work independently? with other people?

What makes a person like to work alone? with others?

What special skills does someone need to work?

Beginning - Competency → Employment Skills

What skills do the people need to do their job?

What tools did the people use in their job?

How did people learn these skills?

How did people learn to use these tools?

What safety practices must be followed by the people on the job?

What physical and mental abilities are needed to use the tools of this business or organization?

Decision - Making →

Career Decisions

What decisions did the people in the business or organization make when they took their job(s)? What information did they need to decide?

What decisions do people have to make on their job? What information helps them make these decisions?

What decisions do you as students make that are similar to decisions that people in jobs have to make? What decisions are not similar? What influences your (the student's) decision?

Career Awareness ⟶ Career Identity

What are the titles (names) of the jobs here?

What are the tasks that each job includes? What skills do the people that perform these jobs need? What education or special training do each of the jobs require?

What sort of life-style "goes" with the various jobs?

What goods or services come from the jobs seen?

In what ways must people work together? Independently?

How does performing the job give the person satisfaction?

What rewards are there in performing these jobs?

What occupational clusters (i.e., Health, Communication, Transportation, etc.) do these jobs fit into?

Economic Awareness
Economic Understanding

What do people earn for doing their job?

How do people get paid?

How do they use their money?

How does the business or organization get its money?

How much do the goods or services of the business or organization cost? How was the price decided?

Have prices of the goods or services gone up? down? Why?

Have costs to the business or organization gone up? Why?

How do banks and investors play a part?

Educational - Awareness ⟶
Educational - Identity

Students might consider the following:

What kind of education did the workers have?

What type of education is necessary to do the job?

What kind of schools offer this education?

What am I doing now in school that will prepare me for this job?

What kind of things am I interested in doing in school that are like the things done on this job?

CAREER FIELD VISITS

Before planning a field trip you must first decide if the energy of the students and staff are a worthwhile expenditure of time, expense and effort. You should determine before making any commitments if this trip will provide the kind of learning experience desired, will help to clarify concepts currently being presented in the classroom, and if a field trip is the best way of accomplishing your goals. After you have decided upon a field trip you must make the necessary arrangements:

1. Select appropriate resource.
2. Gain administrative approval.
3. Gain resource approval.
4. Estimate the length of time involved for traveling and tour.
5. Make transportation arrangements.
6. Get parental approval, if necessary.
7. Get parental chaperones, if necessary.

Prepare the students for the trip:

1. Develop a background for the students by giving them reference materials, films, etc.
2. Cooperatively decide on the value of the trip.
3. Work out with students specific points to observe.

   Points of interest in career education resource field trip:

   a. variety of entry level job opportunities.
   b. training required for various jobs.
   c. employee attitudes.
   d. materials or tools used on the job.
   e. What do the various people actually do?
   f. working conditions.
   g. relations between different employees.
   h. Which employees work alone, and which work in teams.
   i. hazards, safety.
   j. How did different workers get interested in their work?
   k. What did different workers like to do as children?
   l. salaries.
   m. promotion possibilities.
   n. benefits (union, medical, holidays, sick leave, etc.)
   o. process of job: source of raw materials, products and their use, distribution, and effects of automation.

p. effects of job on personal life.

q. cultural and social value of job: aesthetic, economic or social benefit to the community, community involvement.

4. Develop a questionnaire for students to use in interviewing employees.

5. Discuss possibility of taking pictures (obtain permission).

After the trip:

1. Send a thank-you letter to host.
2. Have a follow-up lesson:
   a. discuss characteristics of different jobs.
   b. tools used.
   c. environment.
   d. educational training needs.
   e. variety of jobs within occupational cluster.
3. Invite host or someone in a similar field to class to answer questions.

THE FIELD TRIP

Check list for field trip

1. know why you are going
2. locate appropriate resource
3. confirm arrangements
4. get administrative approval
5. get parental approval
6. prepare students
7. obtain necessary additional supervision
8. make transportation arrangements
9. follow-up

FOLLOW-UP EXPERIENCES

All teachers have special activities that they like to carry out with their classes. The following is only a suggested listing of some of the techniques students might find interesting and motivating.

Besides class discussions and research activities, students should especially be encouraged to try "hands on" activities--experiences that have students doing something as part of their activities revolving around field trips and visitors.

Many of these activities could be combined to form a sequence of activities--one building upon another. One district's unit on Forestry did just that combining a field trip to a lumber yard and a furniture store with a visit from a forest ranger, planting of seedlings on the school property, illustrating ways to protect and preserve our National Forests, role playing, and research reports.

What is important is to begin. Your classes' enthusiasm will encourage you to carry on your activities.

You might try the following:

- dramatization of things/activities seen
- simulation of things/activities seen
- role playing
- producing items similar to those seen
- making mobiles, i.e., showing workers at a site
- hanging production lines across a classroom, i.e., a clothes line with each worker in correct sequence
- adapting games to the trip or visitor, i.e., "20 Questions," "What's My Line"
- making dioramas
- making movies of activities seen
- writing want ads for jobs
- having the classroom simulate the business for a day
- simulating job interviews
- writing interview questions for workers
- writing stories about workers, i.e., "A Day in the Life of..."

- finishing stories started by another student, i.e., "The day the double-boiler in the candy factory broke, I was quietly doing my own job when..."
- invent a new product or service for a business to sell
- write a news release announcing a product or service
- making models or sculptures or products, i.e., an elevator, a designer dress, etc.

FORMS

CAREER EDUCATION PROJECT

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Yorktown Heights, New York 10598

Community Resource Data Form

Name of Organization			
Address			
Name and Title of Contact Person			
Telephone		Advance Notice	

What can students see, touch, do? _____

Alternative Experiences	Group Size	Age Level	Best Day	Best Time of Day	Best Time of Year	Staff person to Guide Tour	Staff Person Available to Visit Classroom	Relevant Literature, Materials Available	Cost per Pupil	Meal Facilities	Parking

Any comments, special considerations _____

NA - Question not asked
NR - No response

USE REVERSE SIDE IF NECESSARY

COMMUNITY RESOURCE FILE

NAME_____

STREET ADDRESS_____ PHONE_____

CITY/TOWN_____

FIELD OF INTEREST: (cite occupation or industry, arts and crafts, science, public service, hobbies, business, trade unions, etc.)_____

_____

_____

SPECIAL SKILLS:_____

_____

_____

WHAT GRADE-LEVEL GROUP ARE YOU INTERESTED IN WORKING WITH?

PRIMARY (K-3) _____ MIDDLE/JUNIOR HIGH (7-9)_____

ELEMENTARY (4-6)_____ HIGH SCHOOL (10-12)_____

WHAT SIZE GROUP WOULD YOU LIKE TO WORK WITH?

LARGE: 20 + _____ MEDIUM: 5-20 _____

SMALL: 2-5 _____ INDIVIDUAL: 1-1 _____

TEACHER PLANNING:_____

HOW MUCH TIME WOULD YOU BE WILLING TO VOLUNTEER?_____

WHAT WOULD BE THE BEST TIME FOR YOU TO VOLUNTEER?

MONTH_____ DAY_____ TIME_____

THANK YOU FOR YOUR COOPERATION...PLEASE RETURN THIS FORM TO:

CURRICULUM OVERVIEW

	Subject:		Subject:	
	Content Area	Visit/Visitor	Content Area	Visit/Visitor
SEPT.				
OCT.				
NOV.				
DEC.				
JAN.				
FEB				
MARCH				
APRIL				
MAY				
JUNE				

REQUEST FOR SERVICES

TEACHER'S NAME_____

SCHOOL:_____

SUBJECT AND/OR GRADE(S) LEVEL:_____

TOPIC:_____

NAME OF CONTACT: _____

ADDRESS:_____ PHONE_____

_____

DATE: FIRST:_____

SECOND:_____

THIRD:_____

TIME: A.M. _____ P.M. _____

SIZE OF AUDIENCE: _____

SPECIAL COMMENTS: _____

_____

_____

_____

_____

_____

_____

COMMUNITY RESOURCE FEEDBACK FORM

Name of Respondent:_____

Grade Level:_____

School:_____

Resource:_____

Address:_____

Phone:_____

Brief Description:_____

_____

_____

Was presentation appropriate for your students?_____

_____

Was presentation interesting and stimulating?_____

_____

Would you use resource again?_____

RESOURCES:

Advisory Committee for Career Education. A booklet. Career Education Project, Cashmere, Washington

CAREER EDUCATION...WHAT IS IT?

CAREER:

The Totality of Work One Does in His/Her Lifetime.

EDUCATION:

The Totality of Experiences Through Which One Learns.

CAREER EDUCATION:

The Totality of Educational Experiences Through Which a Person Learns About Work.

CAREER EDUCATION...THE GOAL

THE PRIMARY GOAL OF CAREER EDUCATION IS: TO ENABLE EVERY PERSON TO MAKE INFORMED CHOICES AS HE DEVELOPS HIS CAREER.

The kind of information necessary to meet this goal is best developed through emphasis of these concepts:

SELF-AWARENESS

Students become aware of their own interests and aptitudes.

CAREER AWARENESS

Students should have access to information about a wide range of occupations.

DECISION-MAKING

Students should have information about various lifestyles and the livelihood necessary to express them before the decision-making process can be effective.

CAREER EDUCATION...HOW DOES IT WORK?

CAREER EDUCATION is a unifying construct as it seeks out all the resources available in the community, connects them to the formal educational structure, then provides a system of articulation through a developmental learning process.

CAREER EDUCATION not only welcomes but needs the involvement of resource persons to aid the child in reaching the goal of informed choices.

THE HOME

The child's first contact with people and their work roles begins in the home.

THE COMMUNITY

The community provides the child with information about the roles available in life and the variety of ways in which they are played.

THE BUSINESS-INDUSTRY COMMUNITY

The BIC can provide opportunities for the child through observation and participation in the world of work.

THE SCHOOL

The role of the school is to infuse into the formal curriculum on all levels information about the world of work. This will include information about the culture and lifestyles of careers.

The total involvement with the four resources equals the whole of the child's formal and informal learning process.

COMMUNITY RESOURCE FILE

NAME _____

STREET ADDRESS _____ PHONE _____

CITY/TOWN _____

FIELD OF INTEREST: (cite occupation or industry, arts and crafts, science, public service, hobbies, business, trade unions, etc.) _____

_____

_____

SPECIAL SKILLS: _____

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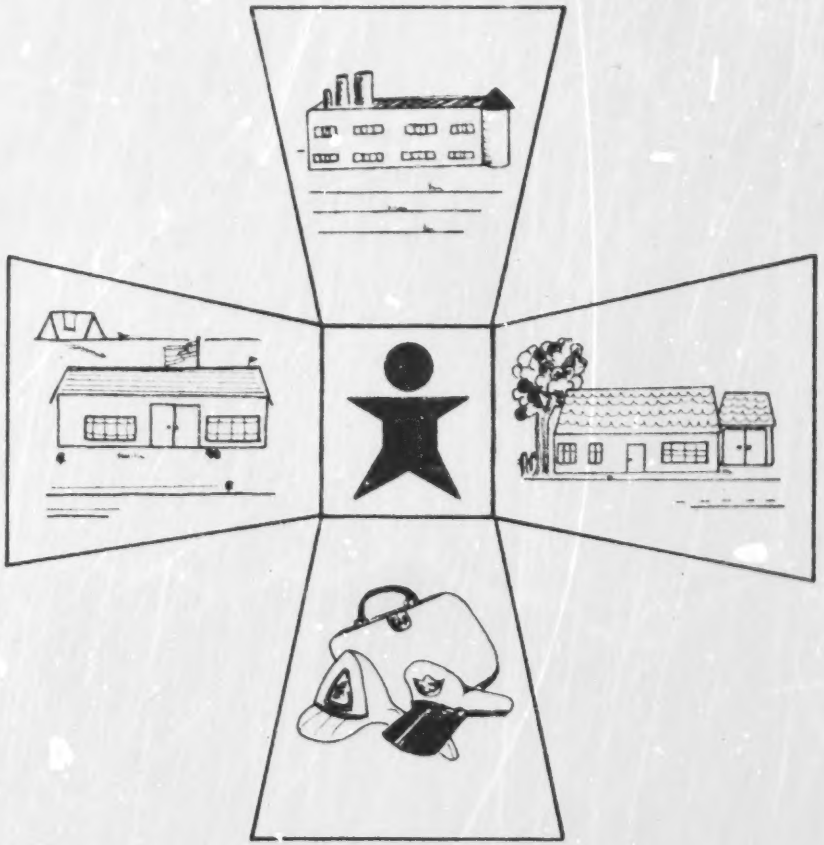
WHAT WOULD BE THE BEST TIME FOR YOU TO VOLUNTEER?

MONTH _____ DAY _____TIME _____

THANK YOU FOR YOUR COOPERATION...PLEASE RETURN THIS FORM TO:



Career Education Involvement

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